DOCUMENT RESUME

ED 197 060 CE 027 236

AUTHOR Bowen, Blannie E.
TITLE Job Satisfaction of Teacher Educators in Agriculture.
PUB DATE 5 Dec 80
NOTE 18p.; Paper presented at the National Agricultural Education Research Meeting (New Orleans, LA, December 5, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Rank (Professional); *Agricultural Education; Demography; Educational Research; Higher Education; *Job Satisfaction; Land Grant Universities; National Surveys; Teacher Education; *Teacher Educators; Tenure; Universities
IDENTIFIERS Brayfield Rothe Job Satisfaction Index

ABSTRACT

A study was conducted to determine the level of job satisfaction that exists for teacher educators in agriculture. A stratified random sample of 100 teacher educators was drawn after the teacher educators were classified by type of employing institution, i.e., 1862 land-grant, 1890 land-grant, and nonland-grant. A questionnaire was constructed to collect three types of information: (1) data were collected descriptive of job satisfaction of teacher educators, (2) the teacher educators' satisfaction with the ten dimensions of Herzberg's dual factor theory was assessed, and (3) demographic data were collected. Among the findings was that the teacher educators had scores ranging from thirty-five to seventy on the Brayfield-Rothe Job Satisfaction Index. The job satisfaction of teacher educators did not significantly differ in terms of type of employing institution, academic rank, and tenure status. Further, no relationships were found between the job satisfaction of teacher educators and age, years of experience as high school vocational agriculture teacher, years in present position, and total years as a teacher educator in agriculture. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED197060

Job Satisfaction of Teacher Educators in Agriculture *

Blannie E. Bowen

Department of Agricultural and Extension Education
Mississippi State University
Mississippi State, MS 3976?

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Blannie E. Bowen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE027236

*Presented at the National Agricultural Education Research Meeting, New Orleans, Louisiana, December 5, 1980.

JOB SATISFACTION OF TEACHER EDUCATORS IN AGRICULTURE

INTRODUCTION

Persons interested in careers that require extensive education and training tend to exhibit a willingness to achieve and prepare themselves while delaying desires which are of short-term duration. As compensation for having delayed these wants and desires, persons who choose these types of careers expect continuous and predictable rewards once the career preparation stage has elapsed (Wilensky, 1967). The adequacy of the compensation plus the advancement an individual makes in a job or in a hierarchy of related jobs often govern that individual's level of job satisfaction.

Many researchers studying job satisfaction have focused upon persons employed in the business and industry sector and a major goal of this research has been the identification of factors related to individuals being satisfied or dissatisfied with their jobs. A traditional theory of job satisfaction suggests that job related factors may be associated with either job satisfaction or job dissatisfaction (Whitsett and Winslow, 1967). Research by Herzberg et al. (1957) led to the formulation of the dual factor theory which is markedly different from the traditional theory. Herzberg suggested that one set of job satisfiers or motivator factors influences job satisfaction while another set of job dissatisfiers or hygiene factors influences job dissatisfaction. Factors found to influence job satisfaction were achievement, advancement, recognition, responsibility, and the work itself. Interpersonal relations, policy and administration, salary, supervision-technical, and

working conditions were responsible for job dissatisfaction (Herzberg, 1957).

Several studies have focused upon the job satisfaction of educators teaching at high schools, community colleges, technical institutes, and junior colleges. However, few studies have attempted to determine the level of job satisfaction for persons who hold advanced degrees and teach others how to teach, i.e., teacher educators (Kaufman, 1976; Wood, 1973). Two studies conducted since 1975 were located which had investigated the job satisfaction of two groups of vocationally-oriented college faculty. One study focused upon faculty teaching in colleges of home economics (Schultz, 1977) and the second concerned industrial arts teacher educators (Kaufman, 1976). No research was found which indicated that the job satisfaction of teacher educators in agriculture had been investigated. Consequently, this study was designed to explore variables related to the job satisfaction of this group of educators.

OBJECTIVES

The primary purpose of this research was to determine the level of job satisfaction which exists for teacher educators in agriculture. Specific objectives were to:

1. Determine the characteristics of teacher educators in agriculture with respect to type of employing institutions, highest earned degree, academic rank, tenure status, age, teaching experience in agricul ural education, and job responsibilities.
2. Determine whether teacher educators in agriculture differ in their levels of job satisfaction according to type of employing institution, academic rank, and tenure status.

3. Identify relationship that exist between job satisfaction and selected demographic variables.
4. Determine how satisfied teacher educators in agriculture are with the job satisfier and job dissatisfier factors.
5. Determine how the Herzberg dual factor theory applies to teacher educators in agriculture.

METHODOLOGY

A list of teacher educators in agriculture was compiled from the 1978-79 Directory of the American Association of Teacher Educators in Agriculture and verified by a panel of faculty and graduate students in the Department of Agricultural Education at The Ohio State University. It was determined that there were 83* teacher education in agriculture programs and 210 teacher educators who (1) held the rank of assistant, associate, or full professor, (2) were principally associated with the professional preparation of high school vocational agriculture instructors, (3) did not hold titles such as lecturer, professor emeritus, or visiting professor, (4) were not classified as agricultural mechanics, agricultural extension, animal science, or curriculum materials specialists, and (5) had at least one year of experience as a teacher educator in agriculture. A stratified random sample of 100 teacher educators was drawn after the teacher educators were classified by type of employing institution, i.e., 1862 land-grant, 1890 land-grant, and nonland-grant.

A questionnaire was constructed to collect three types of information: (1) data were collected such that the job satisfaction of teacher

*Puerto Rico was not included

educators was described, (2) the teacher educators' satisfaction with the ten dimensions of Herzberg's dual factor theory was assessed, and (3) demographic data were collected to describe the teacher educators. The "Job Satisfaction Index" developed by Brayfield and Rothe (1951) and modified by Warner (1973) was used to assess job satisfaction. This instrument contained 14 negative and positive statements which were rated by the teacher educators on a five-point scale ranging from strongly agree to strongly disagree. A respondent strongly agreeing with a positive statement was coded a five while respondents who strongly disagreed with the same statement were coded a one. For negative statements, strongly agree was coded a one and strongly disagree a five. A teacher educator's job satisfaction score could range from 14 to 70 since the values were summed for the 14 items.

The "Faculty Job Satisfaction/Dissatisfaction Scale" developed by Wood (1973) was used to assess the teacher educators' satisfaction with the ten dimensions of Herzberg's dual factor theory. There were 89 items on this scale which assessed the teacher educators' level of satisfaction with the following variables: achievement, advancement, interpersonal relations, policy and administration, recognition, responsibility, salary, supervision-technical, the work itself, and working conditions. Values on the scale ranged from one to six with very dissatisfied coded a one and very satisfied a six. Mean scores ranging from one to six were computed for the ten factors.

The demographic data section of the questionnaire consisted of eight items needed to describe the teacher educators. After the questionnaire had been constructed and field-tested with a sample of teacher educators not selected for the study, the data collection period was

initiated when the questionnaire and cover letters were mailed January 2, 1980. Six weeks later usable questionnaires had been returned by 100 percent of the teacher educators.

CHARACTERISTICS OF TEACHER EDUCATORS IN AGRICULTURE

The sample selected for the study included 71 teacher educators employed by 1862 land-grant institutions, 10 by 1890 land-grant institutions, and 19 by nonland-grant institutions. All but six of the teacher educators had doctoral degrees, four held master's degrees, and two were classified as educational specialists. Almost 50 percent were full professors, 28 percent associate professors, and 23 percent assistant professors. Tenure had been obtained by 70 percent of the teacher educators. The age of teacher educators closely resembled the normal curve with a mean and median of 45 years, a mode of 44, and a standard deviation of 9.57. All of the teacher educators were males.

Teaching Experience. High school vocational agriculture teaching experience had been secured by 99 of 100 teacher educators. Their experience ranged from zero to 24 years with a mean of 6.6 and a mode of five years. A mean of 10.6 years was determined to be the length that the teacher educators had held their present positions. Although the years in present position ranged from one to 34 years, the mode was only two years. When all teacher educator in agriculture positions were included, the experience ranged from two to 40 years with a mean of 12.6 and a mode of seven years.

Job Responsibilities. Instruction was the major job responsibility of 97 teacher educators. The percentage of time they devoted to instruction ranged from five to 90 percent with a mean of 38 percent. For 77

teacher educators, administrative duties required 22 percent of their time. Student advisement, research, supervision of student teachers, inservice education, and committees each demanded from seven to 12 percent for certain teacher educators. Other responsibilities such as supervision of first-year teachers, public service, professional organizations, FFA, and curriculum development collectively constituted 11 percent of the job responsibilities for 19 teacher educators. A summary of the job responsibilities of teacher educators is presented in Table 1.

JOB SATISFACTION OF TEACHER EDUCATORS

The teacher educators had scores ranging from 35 to 70 on the Brayfield-Rothe (1951) Job Satisfaction Index. The distribution of scores was negatively skewed with a mean of 63, a mode of 68, and a standard deviation of 6.31 which indicated that a high degree of job satisfaction existed for the teacher educators.

Job Satisfaction and Demographic Variables. The job satisfaction of teacher educators did not significantly differ in terms of (1) type of employing institution ($F=.58$; $d.f.=2,97$; $p<.56$), (2) academic rank ($F=.18$; $d.f.=2,97$; $p<.83$), and (3) tenure status ($t=1.35$; $d.f.= 98$; $p<.18$). Further, no relationships were found between the job satisfaction of teacher educators and (1) age ($r=.13$; $n=99$; $p<.10$), (2) years of experience as a high school vocational agriculture teacher ($r=.09$; $n=100$; $p<.18$), (3) years in present position ($r=.04$; $n=100$; $p<.34$), and (4) total years as a teacher educator in agriculture ($r=-.06$; $n=100$; $p<.29$).

Satisfaction With Job Satisfier-Dissatisfier Factors. Data presented in Table 2 illustrate how satisfied the teacher educators were with the ten job satisfier-dissatisfier factors. The teacher educators

Table 1

Percentage of Time Teacher Educators Devoted to Selected Job Responsibilities
(n = 99)

Responsibility	n	Percent of Time	
		Mean	Range
Instruction	97	37.7	5-90
Administrative Duties	77	22.1	1-85
Advising Students	96	11.9	1-35
Research	78	11.9	1-65
Other[a]	19	11.4	2-25
Supervising Student Teachers	76	11.0	2-30
Inservice Education	74	10.0	1-70
Committees	96	7.0	1-20

[a]Supervision of first-year teachers
Public service
Professional organizations
Future Farmers of America
Curriculum Development

Table 2

Teacher Educators' Satisfaction with Job Satisfier and Job Dissatisfier Factors

	Teacher Educators by Type of Institution							
	1862 Land-Grant (n = 71)		1890 Land-Grant (n = 10)		Nonland-Grant (n = 19)		All Cases (n = 100)	
Factor	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Job Satisfiers								
Achievement	4.76	4	4.56	4	5.01	4	4.79	4
Advancement	4.27	7	4.37	5	4.39	9	4.30	7
Recognition	4.54	5	4.37	5	4.57	8	4.53	5
Responsibility	4.89	3	4.60	3	5.04	3	4.89	3
The Work Itself	5.08	2	4.63	2	5.47	1	5.11	2
Job Dissatisfiers								
Interpersonal Relations	5.16	1	4.95	1	5.20	2	5.14	1
Policy and Administration	4.41	6	3.91	7	4.83	5	4.44	6
Salary	3.63	10	3.55	10	4.03	10	3.70	10
Supervision/Technical	4.25	9	3.76	9	4.79	6	4.30	7
Working Conditions	4.27	7	3.78	8	4.79	6	4.26	9

Coefficient of Concordance (W = .87, p<.01)

*Means were calculated on the basis of 1 = Very Dissatisfied, 2 = Moderately Dissatisfied, 3 = Slightly Dissatisfied, 4 = Slightly Satisfied, 5 = Moderately Satisfied, and 6 = Very Satisfied

were most satisfied with the interpersonal relationships developed while performing their jobs. The work itself and job responsibility were second and third most satisfying. Least satisfying was salary, a factor encompassing both the methods and procedures used to determine salary as well as the actual amount of the salary. The conditions underwhich the teacher educators worked was ranked as the second least satisfying factor. Also presented in Table 2 is a ranking of the ten factors by type of employing institution. Very high agreement was found ($W=.87$, $p<.01$) on the order in which the ten factors were satisfying to the teacher educators employed by 1862, 1890, and nonland-grant institutions.

Job Satisfaction and Herzberg Dual Factor Theory. The Herzberg dual factor theory which suggests that job satisfaction is positively correlated with the five job satisfier factors and is not correlated with the five job dissatisfier factors was tested in this research. Data presented in Table 3 reveal that the dissatisfier factors were not only correlated with job satisfaction, but three of five dissatisfier factors were more strongly correlated with job satisfaction than were any of the satisfier factors. The strongest relationship was found between job satisfaction and policies and administration.

To determine if the satisfier factors explained more job satisfaction score variance than the dissatisfier factors, two multiple regression models were constructed. Both models explained significant amounts of job satisfaction score variance: $F=7.49$; $d.f.=5,94$; $p<.01$ for job satisfiers and $F=11.24$; $d.f.=5,94$; $p<.01$ for job dissatisfiers. Data presented in Table 4 indicate that advancement was the only satisfier factor which explained a significant proportion of the job satisfaction score variance. For the dissatisfier factors, data in Table 5 indicate

Table 3

Intercorrelations Between Job Satisfier Factors, Job Dissatisfier Factors, and Job Satisfaction (n = 100)

	Intercorrelations[a]										
Factors	AC	AD	RE[b]	RS	TW	IP	PA	SA	ST	WC	JS
Satisfiers											
Achievement (AC)	--	.63	.71	.66	.58	.72	.71	.61	.58	.69	.45
Advancement (AD)		--	.72	.67	.33	.65	.72	.69	.54	.71	.48
Recognition (RE)[b]			--	.77	.53	.75	.76	.67	.72	.69	.41
Responsibility (RS)				--	.50	.66	.68	.65	.67	.75	.46
The Work Itself (TW)					--	.51	.56	.29	.51	.47	.31
Dissatisfiers											
Interpersonal Relations (IP)						--	.81	.53	.69	.61	.49
Policy and Administration (PA)							--	.66	.80	.66	.60
Salary (SA)								--	.59	.68	.36
Supervision-Technical (ST)									--	.61	.54
Working Conditions (WC)										--	.44
Job Satisfaction (JS)											--

[a] all coefficients are significant at the .01 level

[b] n = 99 for coefficients involving recognition

Table 4

Regression of Job Satisfaction on Job Satisfier Factors
(n = 100)

Factor	Multiple R	R^2	R^2 Change	Partial Regression Coefficient	F
Advancement	.48	.230	.230	1.81	4.73[a]
Responsibility	.52	.265	.035	1.36	1.88
Achievement	.53	.280	.015	1.44	1.33
The Work Itself	.53	.282	.002	.66	.42
Recognition	.53	.285	.003	-.65	.40
(Constant)				41.12	

[a] $p<.05$

Table 5

Regression of Job Satisfaction on Job Dissatisfier Factors
(n = 100)

Factor	Multiple R	R^2	R^2 Change	Partial Regression Coefficient	F
Policy and Administration	.60	.355	.355	3.09	7.57[a]
Supervision-Technical	.60	.365	.010	.87	1.45
Salary	.61	.368	.003	-.61	1.07
Working Conditions	.61	.373	.005	.87	.87
Interpersonal Relations	.61	.374	.001	-.39	.11
(Constant)				46.01	

[a] $p<.01$

that policy and administration explained 36 percent of the variance in the job satisfaction scores. No other factor in either model was found to be significant.

RECOMMENDATIONS

Based upon the findings achieved in this study, it is recommended that:

1. Teacher educators in agriculture use the instrument employed in this study or similar instruments to make self-evaluations and determine which facets of their positions are satisfying or dissatisfying. The findings presented in this investigation can serve as a norm for the teacher educators to make comparisons and request activities needed for professional growth and development.
2. Agricultural Education Department chairpersons should consider both the finding of this investigation and the self-evaluations submitted by the teacher educators when making decisions on requests for sabbatical, research, and professional leaves or other types of enrichment activities.
3. Persons who determine the teacher educators' salaries should review the methods and procedures used to arrive at salary decisions to see if the process can be made more satisfying for the teacher educators.
4. Graduate students preparing for careers as teacher educators in agriculture should study the findings of this investigation to become cognizant of factors which encourage the teacher educators to become satisfied or dissatisfied with their

positions.

5. Additional research is warranted to (1) determine whether the job satisfaction of teacher educators in agriculture tends to remain high, (2) discover other factors which may explain job satisfaction, and (3) determine whether the Herzberg dual factor theory applies to teacher educators in agriculture in the same manner as found in this study if another data collection method is used.

REFERENCES

Bowen, Blannie E. Job Satisfaction of Teacher Educators in Agriculture. Ph.D. Dissertation. Columbus: Ohio State University, 1980.

Brayfield, A. H. and Rothe, H. F. "An Index of Job Satisfaction." Journal of Applied Psychology. Vol. 35, 1951, pp. 307-311.

Herzberg, F., et al. Job Attitudes: Review of Research and Opinion. Pittsburgh: Psychological Service of Pittsburgh, 1957.

Kaufman, A. H. A National Job Satisfaction Study of Industrial Arts Teacher Educators. Ph. D. Dissertation. Columbus: Ohio State University, 1976.

Schultz, J. B. "Job Satisfaction of Home Economics College Faculty." Journal of Vocational Education Research. Vol. 2, No. 2. 1977, pp. 59-72.

Warner, Paul D. A Comparitive Study of Three Patterns of Staffing Within the Cooperative Extension Organization and Their Association With Organizational Structure, Organizational Effectiveness, Job Satisfaction, and Role Conflict. Ph.D. Dissertation. Columbus: Ohio State University, 1973.

Whitsett, D. A. and Winslow, E. K. "An Analysis of Studies Critical of the Motivation-Hygiene Theory." Personnel Psychology. Vol. 20, No. 4, 1967, pp. 391-415.

Wilensky, H. L. "Orderly Careers and Social Participation: The Impact of Work History on Social Integration in the Middle Class." In H. J. Peters and J. C. Hansen. Vocational Guidance and Career Development. New York: MacMillan, 1966.

Wood, Olin R. An Analysis of Faculty Motivation to Work in the North Carolina Community College System. Unpublished Doctoral Dissertaion. Raleigh: North Carolina State University, 1973.